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ABSTRACT

This list of seven standards for teacher educators explains indicators and potential sources of evidence for each standard. The standards are: (1) model professional teaching practices which demonstrate knowledge, skills, and attitudes reflecting the best available practices in teacher education; (2) inquire into and contribute to one or more areas of scholarly activity that are related to teaching, learning, and/or teacher education; (3) inquire systematically into, and reflect on, their own practice and demonstrate commitment to lifelong professional development; (4) provide leadership in developing, implementing, and evaluating programs for educating teachers that embrace diversity, and are rigorous, relevant, and grounded in accepted theory, research, and best practice; (5) collaborate regularly and in significant ways with school, university, state education agency, professional association, and community representatives to improve teaching learning, and teacher education; (6) serve as informed, constructively critical advocates for high quality education for all students, public understanding of educational issues, and excellence and diversity in the teaching and teacher education professions; and (7) contribute to improving the teacher education profession. Assessment modes for determining the proficiency of teacher educators are described. (SM)

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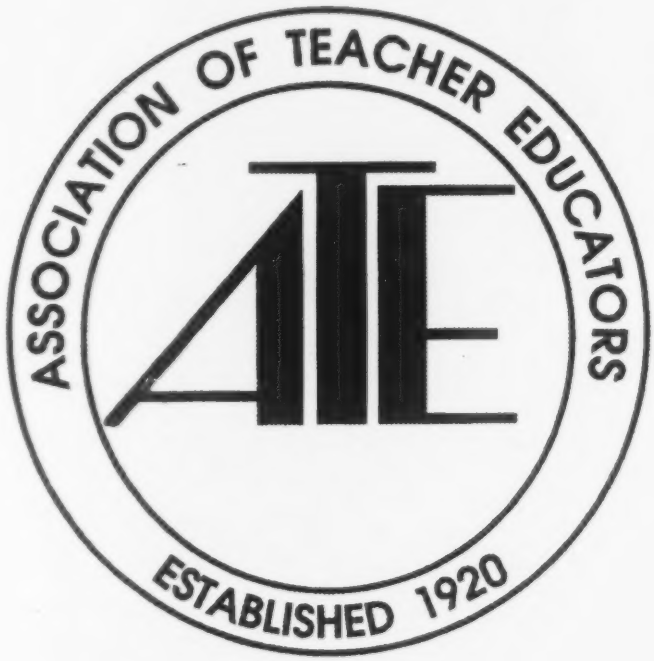
STANDARDS FOR TEACHER EDUCATORS



Association of Teacher Educators
1900 Association Drive
Reston, Virginia 20191-1502

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STANDARDS FOR TEACHER EDUCATORS

Standards of practice for teacher educators should represent agreements about what teacher educators should think about, know, and be able to do. Forging these agreements gives teacher educators the opportunity to review and adopt a knowledge base that can be tested, modified, and revised when appropriate. Such dialogue will add immeasurably to the public debate on schooling and teacher preparation.

Teacher educators have an obligation to be precise about what is entailed in being a teacher educator. To do less at a time when the quality of children's education weighs so heavily in the balance is indefensible. Not only will the standards of teacher educators provide a vehicle for being precise; it will also provide the opportunity to coalesce a knowledge base that will make public the characteristics of the specialization.

A list of the ***Standards*** for Teacher Educators, ***Indicators*** of each Standard, ***Evidence*** supporting Proficiency, and ***Assessment Modes*** are identified on the following pages. Please note that the listings under Evidence do not correspond directly to Indicators, nor are all persons expected to provide evidence related to all indicators or evidence. The final Evidence for each Standard provides flexibility to persons so they may adequately portray their expertise as a Master Teacher Educator.

STANDARD 1

Master teacher educators:

Model professional teaching practices which demonstrate knowledge, skills, and attitudes reflecting the best available practices in teacher education.

Indicators	Potential Sources of Evidence
Master teacher educators: • Model effective instruction, reflection, and evaluation for prospective and practicing teachers • Demonstrate and encourage critical thinking and problem solving among teacher educators, teachers, and prospective teachers • Promote practices that enhance both an understanding of diversity and instruction that meets the needs of society • Regularly revise courses taught to incorporate recent materials, including technology • Consciously encourage and challenge students to be reflective practitioners • Use a variety of innovative instructional methods; matching learning objectives with student needs and appropriate teaching strategies • Mentor novice teachers and teacher educators • Apply specialized knowledge and processes of inquiry which are central to teacher education • Interpret developmental phases of becoming a teacher in a culturally and economically diverse society • Demonstrate an understanding of the influence of school context and culture upon teacher education • Demonstrate currency of knowledge regarding issues critical to education, and especially teacher education	• Evaluations and/or statements from students, peers, and supervisors • Video and/or audio tapes of teaching • List of courses taught, with syllabus and assessment of each course, block, or series of activities • Instructional materials developed • Testimonials of mentoring of peers, current students, or former students • Teaching awards, recognition • Documentation of changes in teaching based on recent findings from research and practice • Logs or other written evidence of activities in classrooms during past two years • Journals of reflective examination of own practice • Documentation of effectiveness of past students as model teachers • Scores on tests of knowledge of central concepts in teacher education and subject matter of candidate's discipline • Written philosophical statement that reflects underlying knowledge and values of teacher education • Courses, experiences, case studies that reflect the best research and exemplary practice • Video or audio tapes of presentations, teaching episodes, or other experience that reflect best research and exemplary practice • Other evidence as appropriate to the candidate's role and responsibilities

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STANDARD 2

Master teacher educators:

Inquire into and contribute to one or more areas of scholarly activity that are related to teaching, learning, and/or teacher education.

Indicators	Potential Sources of Evidence
Master teacher educators: • Provide evidence of scholarship in teaching, learning, and/or teacher education, including but not limited to: • Improvement of teaching • Curriculum and program development • Regularly revise courses taught to incorporate recent materials, including technology • Theory development • Influence other programs, institutions, and/or professionals	• Description of current scholarship and analysis of own work, including but not limited to: • Presentations at scholarly meetings • Publications • Citations by other scholars • Research awards and recognition • Funded research grant proposals • Evidence that scholarly activity has made a contribution to programs, institutions, and/or professionals • Other evidence as appropriate to the candidate's role and responsibilities

STANDARD 3

Master teacher educators:

Inquire systematically into, and reflect on, their own practice and demonstrate commitment to lifelong professional development.

Indicators	Potential Sources of Evidence
Master teacher educators: • Maintain a philosophy of teacher education that is continuously reviewed based on a deepening understanding of research and practice • Maintain and implement a professional growth plan which results in seeking out opportunities to pursue continuous professional growth through regular renewal activities • Update professional knowledge through a variety of means that include, but are not limited to: • Frequent experiences in schools • Participation in growth activities in professional associations and learned societies • Other training opportunities • Life experiences • Reflect regularly on own practice and professional development	• Statement of philosophy of teacher education and its relation to professional goals and accomplishments • Professional growth plan that includes self-assessment and plan for further development • Documents showing changes in performance over a three-year period, including brief rationale for changes • List and description of experiences in schools during the previous three years • List professional meetings and workshops attended, books read, and other professional development experiences during the previous three years • Journals of reflective examination of own practice • Other evidence as appropriate to the candidate's role and responsibilities

STANDARD 4

Master teacher educators:

Provide leadership in developing, implementing, and evaluating programs for educating teachers that embrace diversity, and are rigorous, relevant, and grounded in accepted theory, research, and best practice.

Indicators	Potential Sources of Evidence
Master teacher educators: • Provide leadership in designing and developing a teacher education program (preservice or inservice) • Assess one or more teacher education programs to determine validity • Provide university/school-based leadership at the local, state, and/or national levels through boards or committees related to program development, approval, or accreditation • Contribute to research that focuses on effectiveness of teacher preparation programs • Make decisions based on theory, research, and best practice • Promote diversity in programs and participants	• Documentation of program design, rationale, unique features, and materials for students, with description of the candidate's role in its development • Documentation of program accreditation status (state and national) in which the candidate participated • Lists and descriptions of recognition and program awards • Documentation of leadership roles in preservice or inservice programs, including specific contributions • Research and evaluation studies of the teacher education program to which the candidate contributed • Evidence that decisions are based on research, theory and best practice, and that they promote diversity • Documentation of participation in professional societies and associations • Other evidence as appropriate to the candidate's role and responsibilities

STANDARD 5

Master teacher educators:

Collaborate regularly and in significant ways with school, university, state education agency, professional associations, and community representatives to improve teaching, learning, and teacher education.

Indicators	Potential Sources of Evidence
Master teacher educators: • Are actively involved and promote collaborative projects (e.g., among schools, community groups, businesses, social service professionals, and intra-university constituencies) • Initiate and sustain meaningful contributions to schools and other institutions concerned with schooling and teacher education and within the university community • Work closely with schools/colleges of education, teacher education professional organizations and other agencies or groups interested in promoting teacher education	• Description of activities • Materials related to activities • Recognition of participation and collaboration • Statements from collaborators testifying to the candidate's involvement in, and contributions to, the collaborative • Evidence that collaboration is making a difference in schools and their students • Other evidence as appropriate to the candidate's role and responsibilities

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STANDARD 6

Master teacher educators:

Serve as informed, constructively critical advocates for high quality education for all students, public understanding of educational issues, and excellence and diversity in the teaching and teacher education professions.

Indicators	Potential Sources of Evidence
Master teacher educators: • Promote education through community forums, activities with other professionals, and work with policymakers • Inform and educate those involved in making governmental policies and regulations at local, state, and/or national levels to improve teaching and teacher education • Actively address policy issues which affect the profession • Promote diversity in all aspects of education	• Documentation of having served as advocate for high quality teaching and teacher education in own institution as well as the local, state or national levels • Description of contributions to educational policy or regulations at local, state, and national levels (e.g., presentations, member of accreditation review teams, commissions or task forces, testimony at state hearings) • Papers, presentations, and/or media events designed to enhance the public's understanding of education and teacher education • Other evidence as appropriate to the candidate's role and responsibilities

STANDARD 7

Master teacher educators:

Contribute to improving the teacher education profession.

Indicators	Potential Sources of Evidence
Master teacher educators • Provide leadership regularly to learned societies and professional associations • Recruit talented prospective teachers and teacher educators who represent national diversity (social, economic, cultural, ethnic, religious, and special needs groups) • Recruit, screen, mentor, and support prospective teachers and teacher educators; secure and monitor scholarships; work with elementary, secondary and college students considering teaching; and encourage community groups to support prospective teachers • Serve as mentor to other teacher educators • Collaborate in research, publishing, and presentations • Encourage and support promising teacher educators to excel professionally and seek leadership roles • Serve as an advocate for promising teacher educators internally within the institution and externally with other groups • Interpret the roles of teacher educators to the public	• List of memberships in learned societies and professional associations, offices held, contributions made, with supporting documentation • Evidence of recruitment and/or scholarship activities for prospective and/or practicing teachers • Mentioning or coaching activities documented (e.g., co-teaching, joint publications and presentations, membership and activities of persons mentored in professional organizations, testimony of colleagues • Activities and results of such activities related to policy issues and governmental activities in education • Evidence of activities that increase the general public's understanding of the roles of teacher educators • Other evidence as appropriate to the candidate's role and responsibilities

ASSESSMENT MODES

A wide range of assessment tools may be used to determine the proficiency of teacher educators. Three major types of assessments are portfolios, assessment center exercises, and interviews. Experts and persons who make major contributions to teacher education do so in widely disparate ways, thus, the contents of portfolios may vary widely.

Portfolios could include resources such as video or audio tapes, computer disks, and copies of the most relevant materials and publications. The key to successful portfolio assessment is in selecting documents that provide an adequate view of the candidate's proficiency without a mass of inconsequential material. Some initial indicators for portfolio assessment include:

- Complete curriculum vita
- Copies of publications and documents written by the candidate
- Evidence of special training or proficiency
- Documentation that he/she seeks and uses feedback on teaching and management
- Presentations of personal philosophies and their basis in educational philosophy and research
- Syllabi of courses taught
- Video taped excerpts of teaching prospective and/or inservice teachers
- Student evaluations of teaching
- Descriptions of teacher education programs to which the candidate contributed, with a statement indicating the precise ro'e in the development, and any data demonstrating the effectiveness of the program(s)
- Contributions to accreditation reports and results
- Funded proposals
- Research, teaching, and service awards
- Letters of support/recommendation from professionals who have observed the candidate or benefited from the candidate's contributions
- Leadership in professional associations
- Self evaluation
- Videotaped excerpts of teaching P-12
- Videotaped conference with student teacher and cooperating teacher
- Evidence of expertise in dealing with students of diversity and exceptionality
- Evidence of a positive working attitude

Assessment Center Exercises could include both written examinations and simulations. Some of the activities in the assessment center include:

- Written analysis of a videotaped episode and/or case study in a PreK-12 classroom, list of recommendations to be made to the teacher and/or prospective teacher in a follow-up conference, and a rationale for recommendations
- Examination that tests knowledge of teacher education practice, research, and current developments
- Small group discussion among 3-5 candidates concerning an educational issue
- Simulations of situations related to teacher educator role
- Oral defense of portfolio

Personal Interviews permit the assessment panel to explore in depth areas of teacher education not fully developed in the portfolio or included in assessment center responses. Some areas probed in interviews include:

- Depth to which principles of teacher education are understood and applied as indicated by a presentation and defense of a program to which the candidate contributed
- Extensiveness of contributions to the profession
- Decisions and responses made in the assessment center
- Materials included in the portfolio
- Clarity and sensitivity with which ideas are presented

STANDARDS AND ASSESSMENTS

Proficiency can be demonstrated in a number of ways. For each standard, a teacher educator can present portfolio information, demonstrate competence through various exercises in the assessment center and expertise through responses during a personal interview.

The interaction of standards with these various methods of assessment does not imply that an individual will include materials in all cells. Indeed, one might include videotapes related to Standards 2, 4, and 6 while another might include them for Standard 1 only. Certification by the National Board for Professional Teaching Standards will be evidence of teaching competence and can be substituted for other such measures.

For further information about the standards, contact:

Association of Teacher Educators
1900 Association Drive, Suite ATE
Reston, VA 20191-1502
Telephone 703/620-3110
Fax 703/620-9530

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